DOCUMENT RESUME

ED 062 993 LI 003 674

TITLE	Libraries in Colleges of Advanced Education; A Brief Guide to their Administration and Function for the Use of Colleges and Institutes Affiliated with the Victoria Institute of Colleges.
INSTITUTION	Victoria Inst. of Colleges, Melbourne (Australia).
PUB DATE	71
NOTE	41p.; (15 References)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Administrative Principles; *College Libraries; Foreign Countries; Guidelines; Library Collections; Library Cooperation; Library Expenditures; Library Facilities; *Library Services; Personnel; Staff Role; University Libraries
IDENTIFIERS	*Australia; Library Role

ABSTRACT

The Library Committee of the Victoria Institute of Colleges prepared these guidelines for the administration of libraries in the colleges of advanced education. The function of the colleges, and the libraries' role within the academic community are briefly discussed. Guidelines for the improvement of services are offered in the following areas: (1) administration, (2) finance, (3) collections, (4) staff, (5) facilities, and (6) interlibrary cooperation. A 15-item reference bibliography is included. (SJ)

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LIBRARIES IN COLLEGES OF ADVANCED EDUCATION

A brief guide to their administration and function for the use of colleges and institutes affiliated with the Victoria Institute of Colleges

Melbourne
Victoria Institute of Colleges
1971

LT 006 974

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INTRODUCTION

It gives me much pleasure to introduce the present guidelines for the administration of libraries in V.I.C. Colleges. This document has been prepared by the Library Committee of the Victoria Institute of Colleges, on whose advice we rely in our endeavours to provide the best possible library services in the Colleges.

While financial limitations may not permit the immediate implementation of all the recommendations made by the Library Committee, the Council of the Victoria Institute of Colleges urges all members of the academic community, especially college administrators and librarians, to acquaint themselves with the contents of these guidelines. The Council believes that the Library Committee has offered sound advice on library administration and general procedures, and that the recommended goals with regard to collection building, staffing and inter-library co-operation are reasonable objectives for the not too distant future.

P. G. Law
Vice-President,
Victoria Institute of Colleges.

PREFACE

The Victoria Institute of Colleges was established by an Act of the Victorian Parliament in 1965, amended in 1967. At its seventh meeting, 27th November 1967, the Council of the V.I.C. appointed a standing Library Committee whose terms of reference are i.a. to "advise the Council of the V.I.C. on all matters pertaining to library development in the affiliated colleges and, in particular, on the co-operation between and the co-ordination of library services in the colleges".

The Library Committee has for some time been aware of the need to provide some guidance for principals and librarians of affiliated colleges and for others concerned with library development, regarding the V.I.C. view of the role of the library in colleges of advanced education. Though this brief guide to the administration and function of such libraries is not conceived as a handbook of librarianship, it sets out the basic principles with which non-librarians should be familiar if they are involved in providing library services as part of their institutional responsibilities. Libraries in Colleges of Advanced Education has been approved by the Council of the V.I.C. and represents its official view.

The Library Committee was greatly assisted in its task by a draft document prepared by the V.I.C. Chief Librarians' Committee in 1968 under the title "Guidelines for college libraries". The present work was compiled by several members of the Library Committee.

Melbourne, April, 1971

(signed)
D. H. Borchardt
Chairman,
Library Committee,
Victoria Institute of Colleges.

1. FUNCTION

"The purpose of the colleges is to train students so that immediately after graduation they may play an effective role in commerce, industry, the public service or the arts". However different the Colleges of Advanced Education may be from each other and, in turn, from other institutions of tertiary education, the vocational purpose of their educational programme, as expressed in the above quotation from the second Wark Report, accurately reflects the views held by the Victoria Institute of Colleges.

This stress on the vocational must involve the colleges in new approaches to learning and professional training at the tertiary level, to the inculcation of self-reliance and self-criticism, to the transmission of sophisticated techniques in the search for facts and data, and last but not least in making students aware of the necessity for continuous up-dating of their own technical and professional knowledge. For all of these the college library is the key, and the knowledge and skill required for its exploitation are as essential to the products of the colleges as a thorough acquaintance with laboratory technology or statistical methods.

For this reason the V.I.C. has since its inception attached great importance to the role of the library in the affiliated colleges of advanced education. The V.I.C.'s view has been fully supported by the decision of the Commonwealth Government to distribute as an "unmatched grant" the sum of $500,000 in each of the triennia 1967-69 and 1970-72. The spread of Victoria's share over 19 institutions has inevitably reduced the allocation to each institution to a

relatively small sum, the double impetus of active interest by the co-ordinating agency, the V.I.C., on one side and on the other of Commonwealth grants at a level which would have been considered fabulous only a few years ago, created administrative problems of many kinds. Some of these problems were of the simplest type, e.g., how to process and where to house the newly acquired books; others were more complex, e.g., where to find professional staff and how to determine their responsibilities.

In the Second Report, the Wark Committee reiterated in its own words the now almost sacred statement by the University Grants Committee (Great Britain) about the heart of the university: "The Library stands at the centre of college organisation and activity, servicing the college as a whole".

It is important that this statement does not remain an empty phrase, a frequently proffered but never practised recommendation. While it is not claimed that the library is the beginning and the end of the college, it is a basic tenet that without a library, no college can perform any of its functions.

The library is involved in the academic programme of a college in at least three formal ways. One is as a centre of recorded data or resources centre, though it should be clearly borne in mind that resources in this context relates both to primary resources, such as company reports, social statistics or photographic records and to secondary resources such as scientific journals, tables of constants or lecture tapes.

The second way in which the library is involved in the college programme is in the service it renders to teaching staff and students by actively supporting curricular reading and learning programmes. It is the hallmark of tertiary education that it prepares students not only to think for themselves, but also to acquire the intellectual techniques and practical skills to discover and critically examine the facts on which their thinking must be based. The prime function of the college library is to ensure that the students learn how to find out.

Thirdly the library directly supports research by the faculty. Given adequate staff, the library will provide specialist bibliographic research in conjunction with projects undertaken by the various college departments, whether the investigation be for teaching purposes or whether it be linked with specifically utilitarian or industrial investigation.

To carry out these three essential functions the college library must be in every respect an integrated part of the academic structure of the college itself. The duties and responsibilities assigned to the library staff will then allow them to execute their professional expertise.

2. ADMINISTRATION

The administration of the college library has two major facets: the relationship between the library and the college as a whole is one facet; the other is the internal

organisation and management of the library. Both facets require the application of standard management techniques if the college is to achieve full benefits from its library.

The chief librarian should rank equally with the heads of departments and must be a member of the senior academic body of the college.

The chief librarian must have full administrative responsibility for the library staff, library materials and equipment, and for the funds allocated to the library by the college.

It is recommended that every college establish a library committee as an advisory body. The library committee's main function is to provide a forum for information and communication between the library staff, the teaching staff and the student body. The library committee must deal with all matters placed before it by any of its members or by the college administration or by the library or by the library's users.

An annual report to Council should be prepared by the chief librarian; it should include statistical records of the library in the year under review, a general outline of library finance, staff activities and other matters illustrating the library's service to the college.

The successful organisation of the library depends on a clear distinction of duties and responsibilities, and

on the definition of channels of communication, both as regards the external relations of the library and the internal management.

It is recommended that libraries endeavour to write up a staff manual which should include the following sections:

(a) organisation of the library staff;

(b) duty statements for the library staff;

(c) statements of key procedures for each division or section of the library;

(d) administrative instructions.

In order to assist college authorities and the library staffs, a few samples of organisation charts have been drawn up and added as an appendix; it should be noted that the relationship between the library and the college should not be left out of such charts. The duty statements should in the first instance deal with the senior library staff and it should not be attempted to lay down details of duties for all members of the library staff until a trial and error period has clarified all technical and human problems. The statement of key procedures should be prepared by the chief librarian to ensure that all divisions and sections operate harmoniously with each other and that duplication of effort is reduced to the minimum.

Administrative instructions should emanate from the chief librarian's office preferably in consultation with his

senior staff, and should deal with matters of concern to all members of the library staff.

The chief librarian must be responsible for the preparation of library estimates (both recurrent and capital) and the administration of the budget with regard to estimates; he should be given every opportunity to support his statements before the college budget committee; he should be responsible for recommending the division of the library budget into categories of expenditure; he must be responsible for the committing of funds within the allocated library budget; and he must maintain such financial records as are required by the college to control expenditure and payments.

The chief librarian must have direct purchasing authority for all library materials, and standard library procedures for this (which may not conform to present college purchasing practices) should be instituted.

The chief librarian should have administrative control over the library staff and be responsible for assigning their duties to them.

The chief librarian must participate in the selection and promotion of all members of the library staff. The selection of professional library staff should follow the college practice for academic staff.

The library committee should include the college principal and the chief librarian ex-officio, one or two senior members of the library staff, representatives of the student body and of major areas of study.

3. FINANCE

It is recognised that the library is only one of the several major expenditure areas of the colleges and that its claims on the budget must compete with the needs of the teaching staff, the provision of equipment and the demands of the college administration, but the adequacy of library funds is a matter of serious concern for the college as a whole. The financial support for the college library must be such that the accepted needs of staff and students for library services can be met.

The quality of a library does not depend solely either on the numerical strength of bibliographic resources or on the number of hours a library is kept open, nor is library service necessarily bettered by a very large number of staff. It is absolutely essential, however, that all these factors are seen as being inseparable for the provision of library services. Consequently it is strongly recommended that library estimates be considered as including all components of library service; bibliographic resources, staff, equipment, running costs. All these are recurrent expenditures and should be treated as such; only building costs and related expenditures should be left out of the annual library estimates.

The recurrent budget of the library must be looked upon as a whole and essentially interdependent vote. When viewed in these terms, the "global library budget" becomes at once more of an overall measure of a college's library service, the various components of which must be adjustable to meet changes in conditions over which the librarian may have no immediate control.

There must be a planned relationship between the budgeted expenditures for acquisitions and for staff, in order to ensure the continuity and co-ordination of library services. The following factors must be taken into consideration when drawing up the library's estimates:

1. Staff. As has been shown in chapter five there is a certain ratio of staff to accessions, to serials subscriptions, to readers' services. All staff salary estimates must contain provision for:

   (a) salary services - payroll tax, superannuation, insurance payable by the college;

   (b) normal and other promotions likely to occur during the year under review;

   (c) salary increases likely to occur as a flow on from Arbitration Court decisions;

   (d) study leave to enable professional staff members to be freed from duties while engaged in research and related activities; the amount to be provided to be commensurate to similar provision in teaching departments;

   (e) it is recommended that in presenting estimates for staff the cost of the major functional divisions be shown.

2. Acquisitions. The question of a desirable growth rate has been discussed in chapter four and for

purposes of estimates, it is sufficient to use established average book prices and periodical subscription rates in order to determine the likely financial needs of the college library. Adequate provision must be made for price rises to ensure that the programme for the ensuing year does not fall behind that of the current year. Consequently the basic categories into which the acquisitions estimates should be divided are the following:

(a) expenditure on monographs including an estimate of the number of volumes likely to be acquired from the funds sought;

(b) expenditure on periodicals subscriptions including an estimate of the number of subscriptions likely to be placed from the funds sought;

(c) audio-visual and similar materials;

(d) freight and insurance costs related to (a), (b) and (c);

(e) binding related to (a) and (b).

3. Sundries. The provision and maintenance of library services is dependent on adequate office and special equipment. The cost of such equipment is partly determined by the size of the overall library operation, but it is difficult to express this relationship in terms of a reliable percentage. The items that must be provided for can be summed up under the following headings:

(a) office stationery;

(b) office equipment;

(c) card stock or computer print-out paper or both;

(d) printing costs for forms, information bulletins, etc.

4. Other budgeted expenditure. Some provision should be made in the estimates for the following items:

(a) travelling and conference fees - this vote should take care of the Library Association of Australia conferences, and other professional meetings that occur more than 25 miles away from the college;

(b) entertainment allowances to provide appropriately for visitors at institutional level;

(c) special equipment and furniture.

With regard to (a) and (b) tne general rules and practices of each institute will determine the amounts that are to be set aside for these purposes.

It is not possible to lay down guiding principles for estimates relating to (c) and the item is included here simply to suggest that it is proper to provide for its inclusion.

It remains to be stressed that the initial preparation of the library estimates must be the responsibility of the chief librarian. He should limit himself to the presentation of figures under the broad headings here suggested. Library estimates should be discussed with the college library committee in order to gain full support for the library's claims by the college academic community. It is feasible that other factors besides those discussed above might be considered in some instances as justifying special financial provisions, such as special allocations for multiple copies of textbooks, journals or non-book materials, or the support of new subject collections.

Financial support for the library could be calculated as a percentage of the institute's total recurrent budget. While this approach to the assessment of library estimates is simple and represents a uniform measure for the purpose of comparisons, it also includes some dangerous assumptions. Basically, the argument is that there can be no fixed ratio between overall college budget and the library budgets for every type of institution. In the first instance the mono-discipline colleges form a category of their own in this respect. Secondly, library estimates based on this percentage concept would result in disproportionately small budgets for libraries in smaller institutions. Thirdly, the method of assessing the library vote tends to leave out of consideration the still dominant fact that the colleges affiliated with the V.I.C. have not yet built up a library collection that meets the colleges' fundamental requirements for library services.

4. THE COLLECTION

The collection should allow the college to be independent of other libraries for references required for all teaching programmes. It should also be broad enough "for students to acquaint themselves with a general range of literature and to acquire through reading an understanding of contemporary political, social and international problems". It should also meet the needs of academic staff engaging in further study or research and development work related to their teaching. However, the holdings of neighbouring and related institutions should be taken into consideration when decisions regarding the acquisition of backsets of journals and of very expensive or rarely used materials are made.

The materials held should not be limited to books and periodicals although these will be the main part of the collection. Libraries in colleges with teaching departments interested in non-book materials should be able to experiment with the use of film, film loops, tapes and slide transparencies to determine the way in which they are most useful for student use.

For all material which is to be consulted by groups of students, multiple copies should be provided. It is difficult to offer firm recommendations regarding the number of copies necessary to assure equitable access to assigned reading by any given number of students. The ratio will depend on the amounts of reading to be done, the number of students needing it, the time available to do the assignment;

there are also acknowledged differences regarding multiple copy requirements between the arts-based and the science-based disciplines.

If these requirements are to be met it is unlikely that any multi-discipline college should have less than the equivalent of 50,000 volumes regardless of the number of students.

The size of the collection will need to vary with the number of subjects taught and with the number of students requiring access to the material. When the larger colleges have reached the range of 100-150,000 volumes and the smaller ones 50,000 extension beyond these sizes should be carefully examined to consider the advantages of shared storage facilities, and rapid inter-library communications such as telex and document-viewing-copying in providing maximum access to materials available in all colleges.

5. STAFFING

The number of staff required to provide adequate library service will vary according to:

(a) the size of the institution;

(b) the number and level of its courses;

(c) the teaching methods;

(d) the particular services which it might be the policy to provide.

Colleges with similar numbers of students and staff might require significantly different library staff establishments, although some aspects of library staffing will be comparable between different colleges and between colleges and universities.

It is usual to group library staff according to functions. In any such groupings, the numbers required to give similar service to similar numbers of users can be affected by the lay-out of the library, its siting in relation to other college buildings, and the extent to which other services within the college might be centralised. The four main categories of library staff and their functions are defined below, but different libraries may use different combinations of activities.

Administrative staff: staff responsible for the overall organisation of the library and its representation within the college, with the development of operating methods and systems, public relations and library finance.

Technical Services staff: staff responsible for the acquisition of all library materials, their organisation and preparing for use.

Reader Services staff: staff responsible for assisting readers and all forms of reference work, selecting materials for the collections, operating lending and issuing services.

Special Services staff: staff responsible for auxiliary services such as photocopying; maintenance of micro-forms; audio-visual and computer-assisted services; bindery; mail despatch services.

The following paragraphs set out in greater detail the purpose and function of the divisions of staff in medium and large colleges and offer a basis for estimating the number of staff needed. Small and single-discipline colleges are considered separately.

Administrative Staff. The number of staff required in this category is dependent on the number of library staff in other categories and the size and complexity of organisation of the college itself. In the larger colleges the chief librarian will need the assistance of a senior librarian in order to be free to take part in the work of academic boards and committees, and there is also a need for at least one medium level administrative officer to ensure adequate maintenance of statistics, control of staff records and budget control. All chief librarians need the services of a competent secretary, not merely a typist/ stenographer. Typing services for the needs of heads of other sections of the library may be combined in the administrative section of the library. The rapid development of library technology requires that at least one member of the administrative staff should be capable of developing new systems and co-ordinating existing ones.

Technical Services Staff. The number of staff required is largely independent of the number of students, but is

directly related to the rate of intake of materials. Separate factors affecting the numbers of staff are:

(a) the number of items per year ordered, received, catalogued and prepared for use;

(b) the size of the existing collection to which annual accessions are added;

(c) the variety and complexity of the materials acquired.

A base of four members of staff is a minimum in a technical services division handling up to 3,000 monograph volumes per year and 250 serials titles. One member of staff is required to fully process 800-1,000 volumes per year. The balance between serials and monographs acquired and the proportion of audio-visual or "non-book" materials will affect this ratio. During the development of collections to at least 100,000 volumes, wide fluctuations of output can occur from year to year.

Shared technical services and other methods of reducing the repetition of operations common to related libraries have been developing in the United States, and their further investigation offers the possibility of economies in space and staff required for technical services.

Reader Services Staff. In all colleges the numbers required are related to:

(a) the total number of students and teaching staff;

(b) the hours of opening of the library;

(c) the number of service points.

Other factors which vary from college to college are:

(i) teaching methods, and particularly the hours spent by students per week in lectures, tutorials and practical work;

(ii) the nature, variety and levels of courses offered. Courses such as business studies, humanities, law, librarianship generally require more reading at undergraduate level than do engineering and applied science at present;

(iii) the size of the total collection;

(iv) the layout of the library building;

(v) the internal lending policy determining the number of loans transactions and the inter-library loans policy;

(vi) the participation of library staff in formal instruction of students in the use of the library and in the literature of subjects studies;

(vii) the extent to which information services are offered to academic staff and to industry or other groups;

(viii) the extent of the library holdings of materials requiring special assistance in use, such as micro-forms, audio-visual materials or computer-assisted services.

Recent studies in Australia and Britain show that to ensure adequate use of library materials and to train students adequately in the use of the literature of their subject, the number of library staff engaged in Reader Services must be many more than has been customary.

The number of reader services staff should be such as to provide professional assistance to readers throughout a 12 hour day, and at weekends for part of the year. Staffing must also allow for continual replacement of books on shelves, adequate control of lending services, and minimal supervision of the larger and more complex reading areas now being planned. The introduction of lectures to students on the scope of the literature and the use of the library, as well as some degree of liaison between library staff and teaching staff in the selection of materials and the provision of special services must also be provided. It must be emphasised that colleges planning services additional to those described here, will need to increase further the reader services staff.

Libraries in Institutions teaching several disciplines to degree or diploma level should offer adequate professional assistance to readers throughout the hours of opening. The staffing necessary to achieve this will vary according to size of the college population and the design of the building. It is recommended in all but the smallest libraries that two qualified librarians be available to provide continuous reference and readers' advisory services, and that doorkeepers, book-clearer/shelf attendants and clerical assistants are employed in sufficient numbers to allow librarians to cope

with the professional work of this division. Experience shows that in medium and large libraries about one third of the staff of this division should be professionally qualified.

Special Services Staff. The number of staff depends on the number and nature of the special services. Services requiring additional staff are:

(a) Photocopying facilities: more than three machines are likely to require at least a third of the time of an attendant for their daily operation, irrespective of maintenance services given by the installing companies;

(b) Audio-visual and computer-assisted services: the equipment and materials required for these services must be handled and given running maintenance by library staff trained as technicians;

(c) Micro-form services: the cleaning, handling and maintenance of the materials and the on-the-spot servicing of readers and reader-printers will require the services of a trained technician;

(d) Binding services: all libraries require a member of staff capable of making running repairs to damaged materials and preparing pamphlets for shelving. Libraries in areas not served by suitable commercial binderies will require a competent binder and assisting staff;

(e) Receipt and despatch of goods: the packaging, special posting and receiving of materials can require a considerable amount of non-professional staff time.

Each special service should be staffed by people with the required skills from its inception and not added to the duties of library staff appointed for other purposes. In general the duties are similar to those performed by laboratory technicians in other departments.

The scale of operations in small and single-discipline college libraries does not allow such clear distinction between the various duties of the library staff. Tasks which in the larger colleges require the full time of a member of staff might require only a fraction of that time. In other cases where the larger colleges can roster several staff to maintain a service point over long hours the small college is at a distinct disadvantage. The total library staff required bears less relationship to student numbers in a small college than in a larger one.

The library must be in the charge of a professionally qualified librarian whose main duty is to relate the services to the teaching function of the institution. To do this the librarian must be able to attend meetings of academic committees, take part in budget discussions and be responsible for the selection of materials and the overall supervision of the library. These tasks alone will exclude the possibility of the librarian-in-charge personally accessioning and cataloguing much of the material. There should be no library

in any CAE with a staff of less than four full-time members of which at least two should be professionally qualified, or the equivalent in part-time staff. Typing staff and staff for routine supervision may be part-time but at least two members of qualified staff should be full-time to provide continuity of service in case of illness and for service after teaching hours.

Because of the isolation of many small country colleges from alternative library resources, it is essential that they offer services for as long a period as possible and for colleges opening regularly at evenings and weekends, part-time staff additional to the minimum base should be provided and additional full-time staff sufficient to offer professional assistance to readers at all times. The problems of country colleges in recruiting and training staff can only be met by a larger total staff establishment, and it is recommended that country colleges appoint at least two cadet staff for in-service training in addition to the base staff.

6. BUILDINGS

The efficiency of the college library service depends to a considerable degree on the building provided for it. There are three basic and generally valid factors that directly determine the demand for library services and the quality of the services rendered:

1. The library building should be as centrally located as possible so that all sections of the college community can have ready access to it.

2. The library building must:

   (a) house on open access all the books, journals and non-book materials that form the bibliographic background to the teaching and learning programme of the college, and

   (b) accommodate a third to a quarter of the maximum day population, but where part-time enrolments significantly exceed the full-time enrolments an additional allowance for seating should be made.

3. The library building must be functional, flexible and aesthetically acceptable for many decades to come.

It is beyond the scope of this book to list or describe in detail the many architectural and structural problems which must be solved if the building is to meet the needs of library staff and users. However, it is of the utmost importance that the planning and design of the library building be the result of close co-operation between the architect and a planning committee headed by the librarian. Members of this team must be fully aware of the purpose and function of every section of the building they are designing and of the structural needs and implications of the layout of the building.

While the architect will have to fit the external appearance of the library building into the overall design of the campus, it is the librarian's task to prepare a brief for the architect. This brief must provide guidance on the following basic concepts and details:

(i) the relationship of library services to the teaching and learning programme of the college;

(ii) the size of the collection to be housed when building construction is completed, the rate of growth of the collection and provisions to be made for extension of the building; special characteristics of the collection;

(iii) the size of the college population which the library is to serve, including provisions for growth;

(iv) the size of the library staff needed when building construction is completed and the rate of increase of staff after that date;

(v) the patterns of use of the various sections of the library and the relationships between them;

(vi) specialised services; special fittings and features.

It is incumbent upon the architect to discuss all the above points in detail with the librarian. He should also be fully acquainted with the internationally accepted standards for library buildings given in basic textbooks on library

buildings, of which a few are cited at the end of this guide. Under no circumstances should the library building plans or the building proceed without prior approval of the planning group. During building operations the librarian should also keep constantly in touch with the architect and his building supervisor.

It has been found useful, in many instances, to engage a buildings consultant with extensive experience in library design. Whether he be a librarian or an architect, he should be asked to criticise the plans prior to working drawings being prepared and quantities assessed.

7. INTER-LIBRARY CO-OPERATION

The rapid growth of enrolments in colleges of advanced education in Victoria, the increasing range of subjects taught at each college, the extension of depth of old courses and the addition of degree level subjects, all impose demands on the college libraries which require very substantial financial support. Even if college libraries were given the budgetary provisions necessary to meet all these demands at once, it is doubtful whether human resources and the requisite bibliographical material would be found quickly enough to satisfy all users of college libraries.

The most obvious solution for the satisfaction of immediate user demands appears to lie in library co-operation in a manner that reflects the rationalisation efforts of the Victoria Institute of Colleges. Rationalisation is not, and must not, be accepted as a clandestine method of imposing

economies upon college libraries.

In the first instance, co-operation is meaningful only if it is arranged on a voluntary basis and beneficial to all parties concerned; secondly the legitimate basic needs of the staff and students of every college must be met by each college library. Nevertheless there are five aspects of library service which lend themselves to a co-operative approach.

1. Co-operation in processing. There is already a considerable body of literature on this subject and a thorough acquaintance with it is recommended before co-operative purchasing, cataloguing and related processes are considered. The use of computers for this purpose needs critical examination and all proposals must be carefully examined and the cost/benefit ratio worked out by all participants.

2. Co-operation in bibliographic access. There exist already in Australia a number of bibliographic reference tools which make it possible to identify the holdings of major libraries with respect to serials, theses and certain classes of monographs. Until recently few of the college libraries have been included in the listings of these reference tools. In future all college libraries should participate in such national bibliographic enterprises. In addition, all college libraries should consider developing

appropriate means of making their holdings known to each other, particularly with respect to any development of specialisations. Local, regional and national union lists are of great benefit to all library users.

3. Co-operative storage. With the passage of time, a certain portion of every library collection becomes relatively obsolete. This effect tends to be especially marked in the case of scientific and technical material and pressures are sometimes brought to bear on librarians to weed out and dispose of such seemingly unused stock. However, provision must be made to ensure that at least one copy of such books and journals remains accessible to researchers in Victoria and the possibility of establishing central storage facilities for all research libraries in Victoria should be supported by college libraries.

4. Co-operation in collection development. Though it must always be the aim of each college library to possess as much as possible of the bibliographic infrastructure essential for the college academic programme, budgetary restrictions will prevent the complete achievement of this aim. It is considered that in the case of very expensive material, its presence in one library in a suitably defined region may meet the needs of users in several colleges in that region. Such efforts at rationalisation should be made only in consultation with the

potential users and the implications of co-operation should be fully understood.

5. Inter-library lending. The practice of inter-library lending of individual items has already been adequately developed in Australia. College libraries must ensure that they have the fullest possible information of each other's more specialised holdings, as well as of the holdings of other neighbouring libraries. Advantage must be taken of all available developments in communication networks in order to expedite transactions and data transmission.

However, it is also suggested that where appropriate, college libraries should consider the possibility of lending to each other small subject collections if the specialisation of the lending library and the demands of the borrowing library warrant it.

It is of greatest importance that college libraries do not restrict their endeavours with regard to co-operation within their own group of V.I.C. affiliated institutions. Co-operation between different library services in a geographic region can be of great use and may be more effective than co-operation between V.I.C. college libraries at different parts of Victoria.

The organisation and facilities for inter-library co-operation that have already been developed in Australia should be fully exploited by all college libraries. At the same time it must be realised that the growing strength of

college libraries represents a significant addition to the bibliographic resources of the nation as a whole. Active participation in the national co-ordinating committees for libraries, such as the Australian Advisory Council on Bibliographical Services, and in the conferences and meetings organised by the Library Association of Australia is of immeasurable importance for every library in a college of advanced education.

8. BIBLIOGRAPHY

The list of works cited is not intended to be comprehensive, it merely shows a few major references which could be consulted to advantage in order to support the principles and general practice of library administration outlined in the text.

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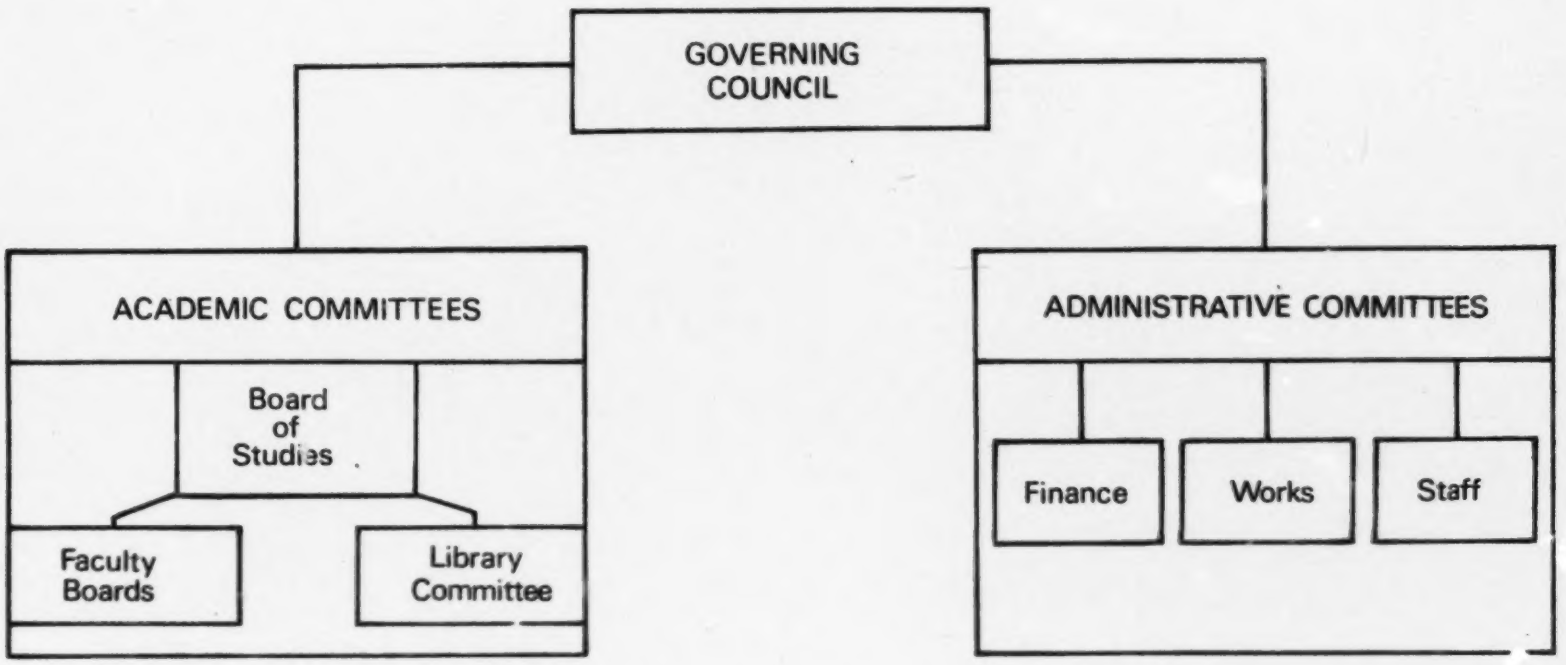
APPENDICES

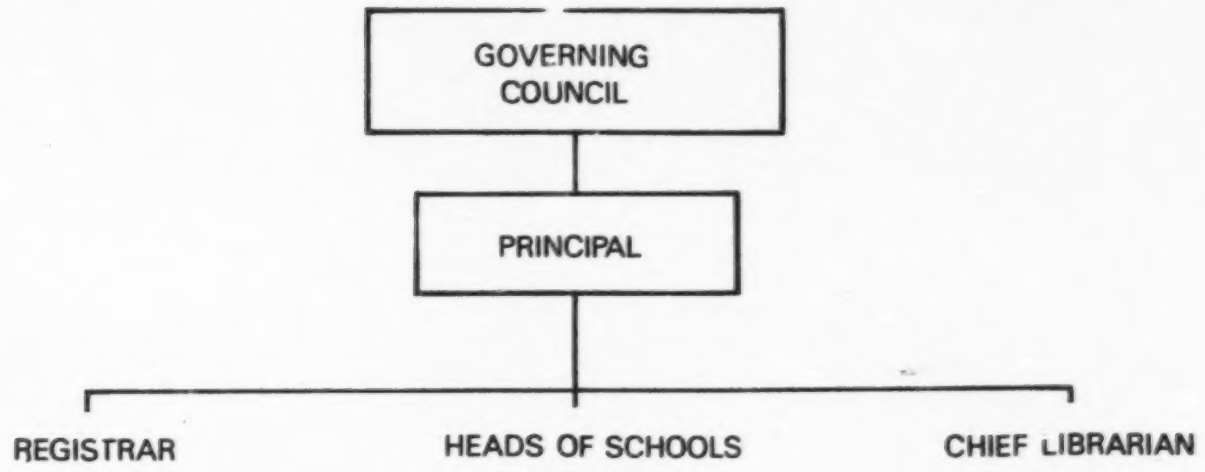
The organisation charts shown in this Appendix have been referred to in Chapter 2 of the text. The charts represent suggestions for the more formal relationships between the library staff and the college. Because administrative structures are considerably affected by size of operation, the charts relating to internal library organisation differentiate between large, medium and small college libraries.

Table D shows a classification schedule for various professional positions and level of responsibilities in college libraries. This schedule has been approved by the Council of the Victoria Institute of Colleges, but it should not be interpreted as a fixed guide to staff salaries and hierarchical positions. In particular it is pointed out that academic and professional qualifications and library experience should always be considered as the basic criteria that determine rank and seniority.

A1. RELATIONSHIP OF THE LIBRARY TO THE COLLEGE



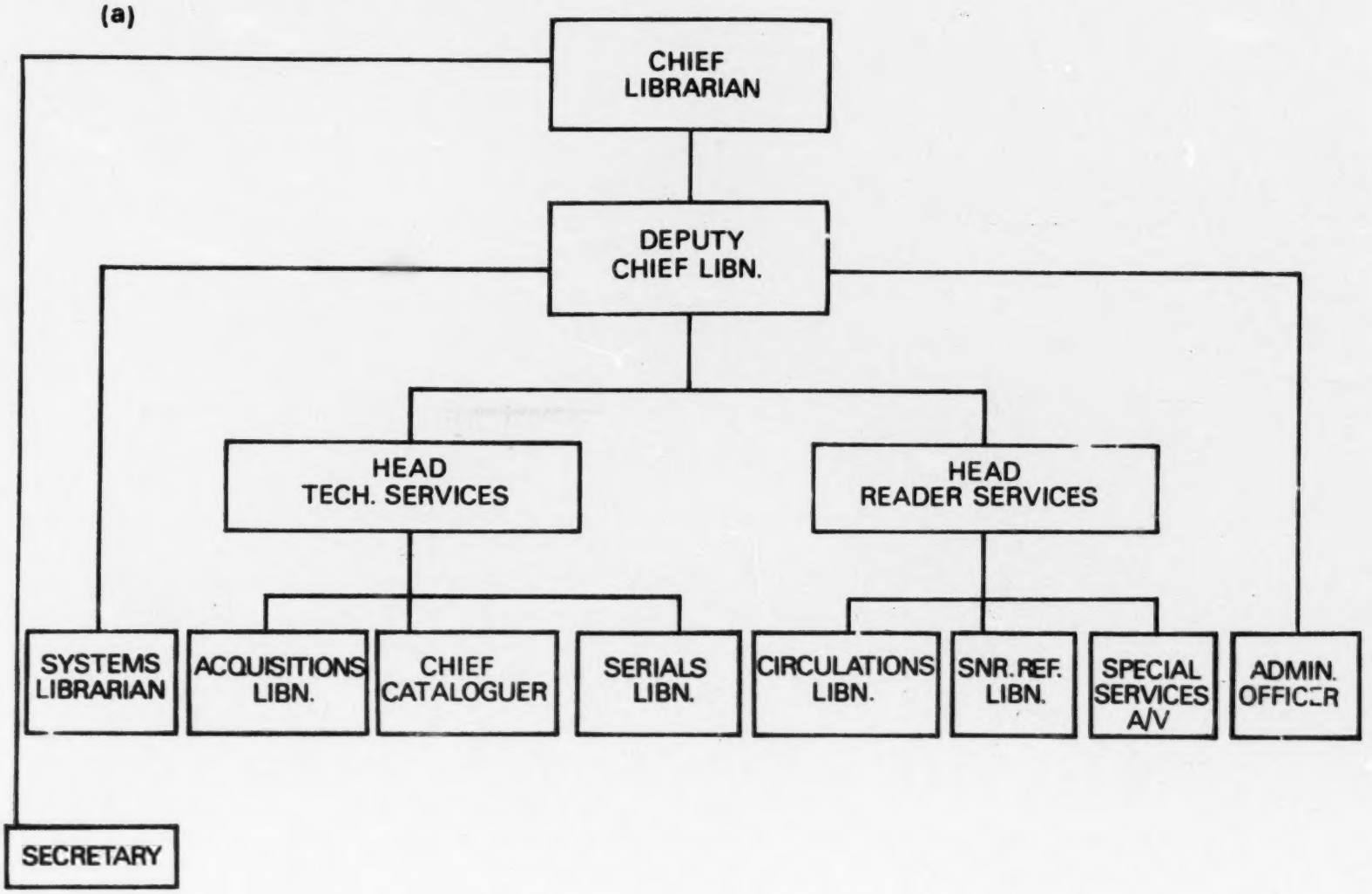
A2. RELATIONSHIP OF LIBRARIAN TO COLLEGE ADMINISTRATION



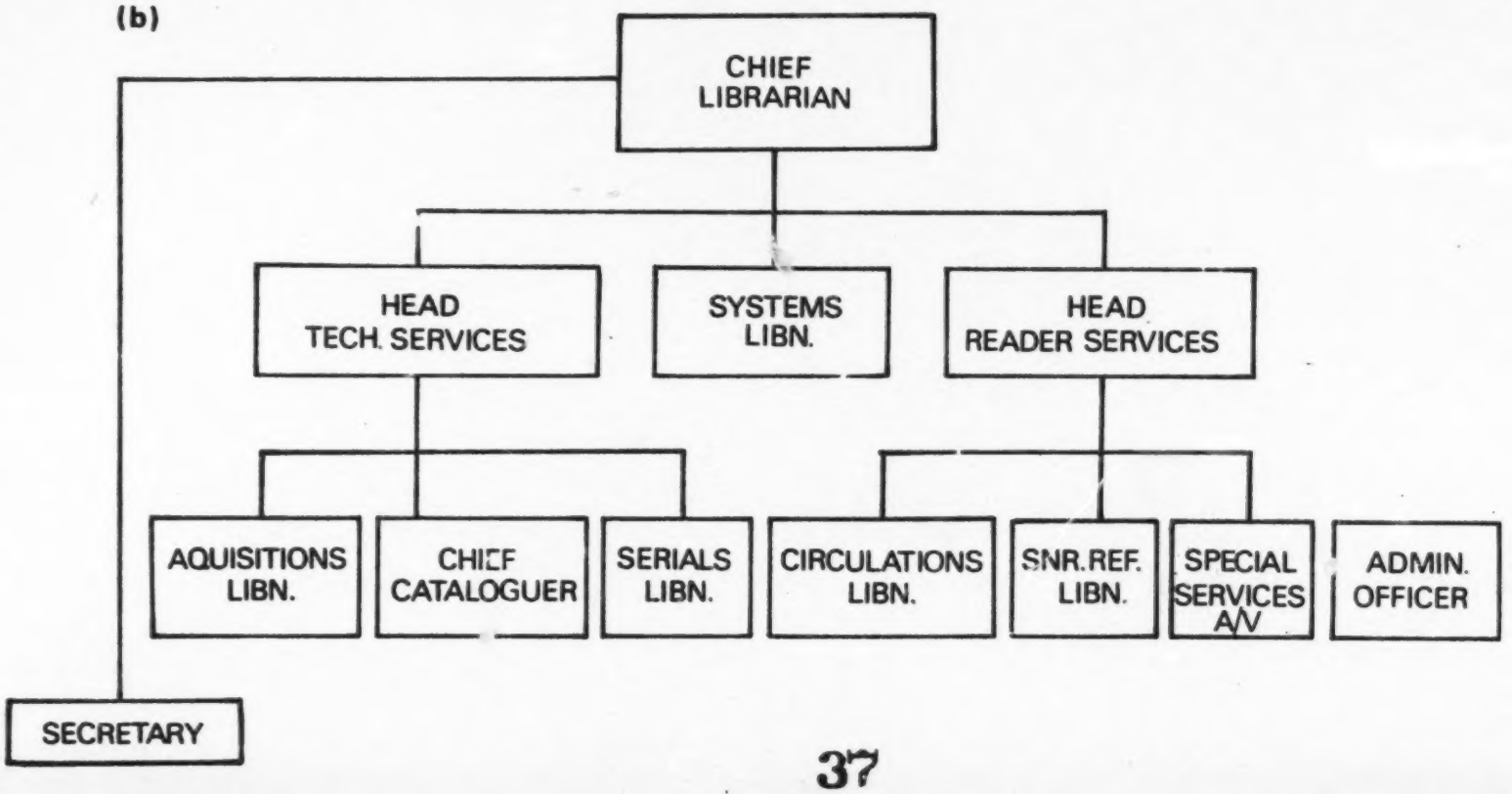
B. OUTLINE STRUCTURE OF LIBRARY STAFF ORGANIZATION

(1) Large college library

(a)

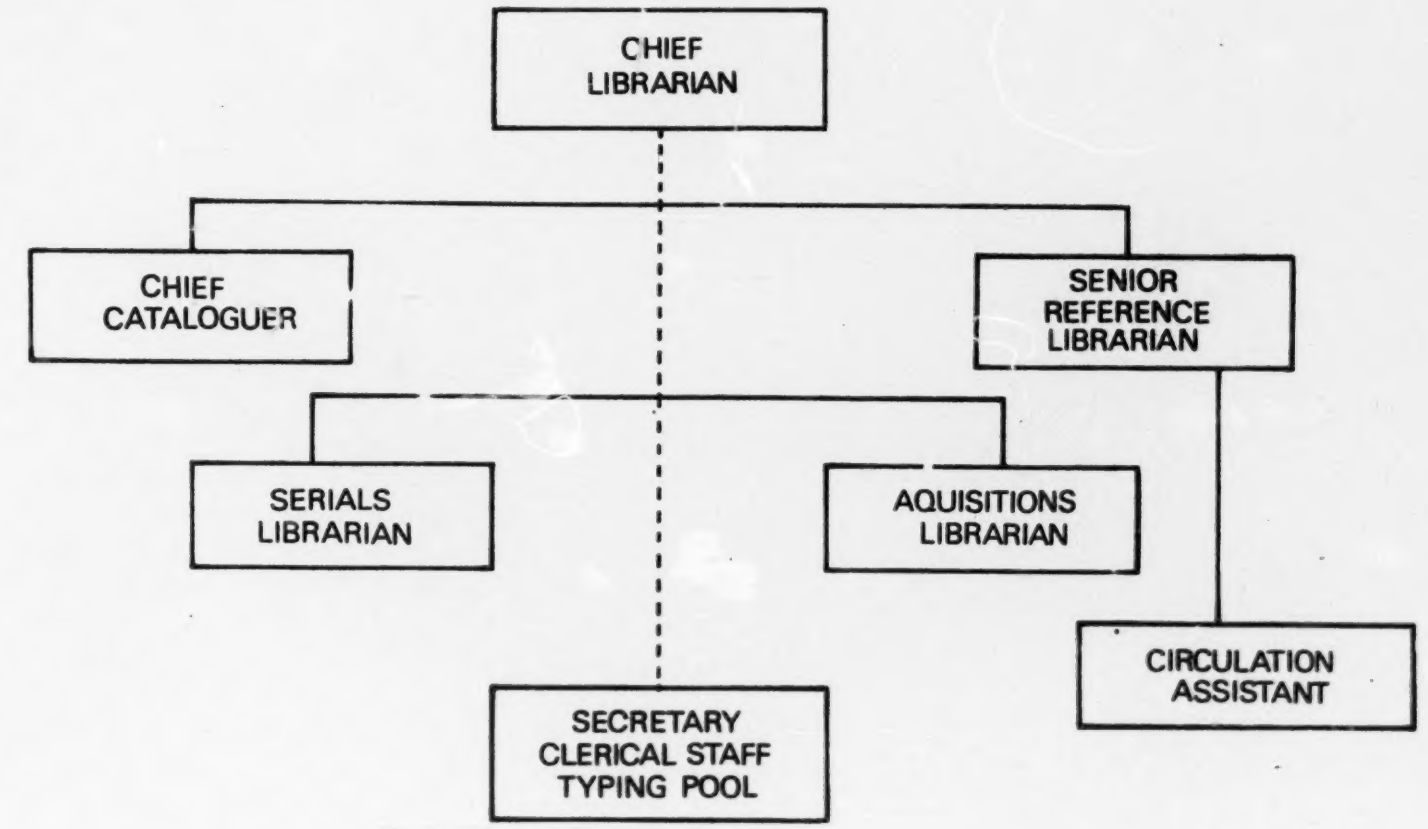


(b)

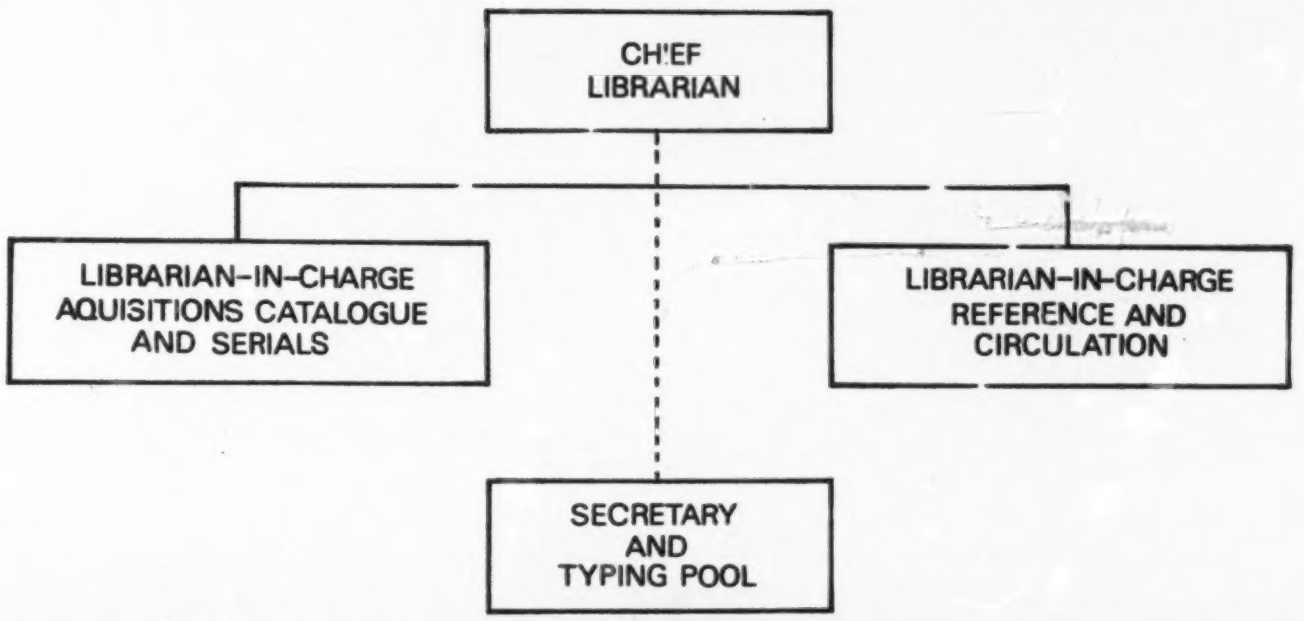


B. OUTLINE OF LIBRARY STAFF ORGANIZATION

(2) Medium size college library



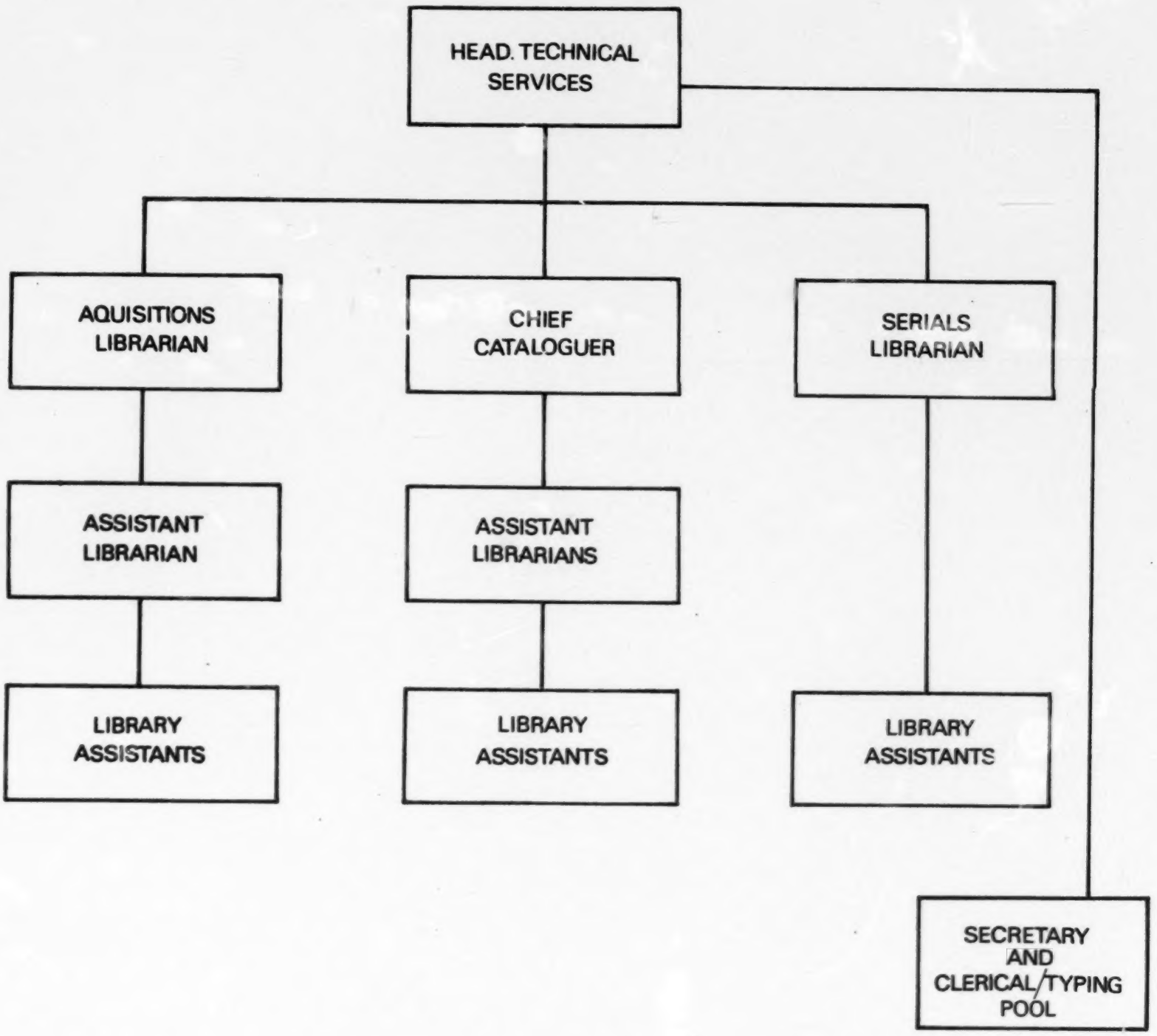
(3) Small college library



C. DETAILED STRUCTURE OF DIVISIONAL STAFF ORGANIZATION

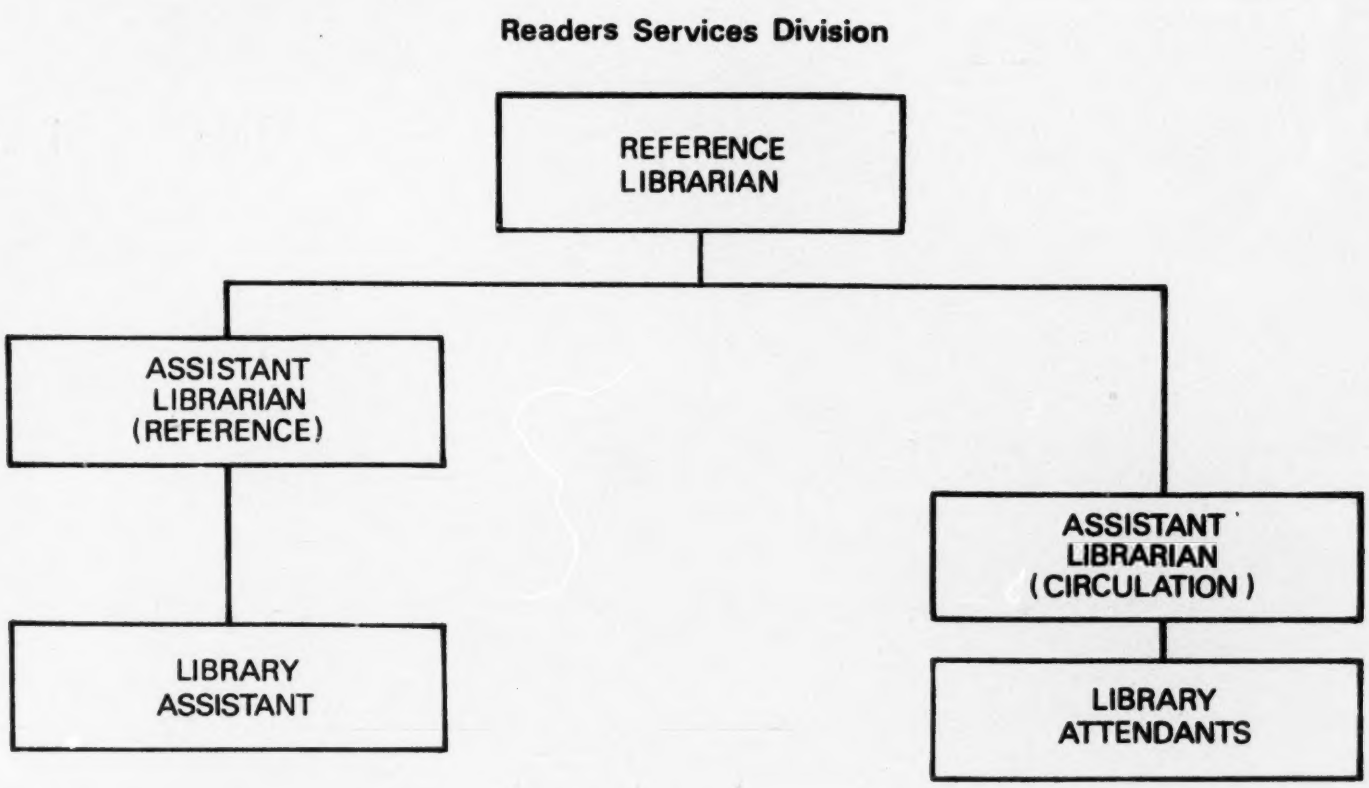
(1) Large college library

Technical Services Division

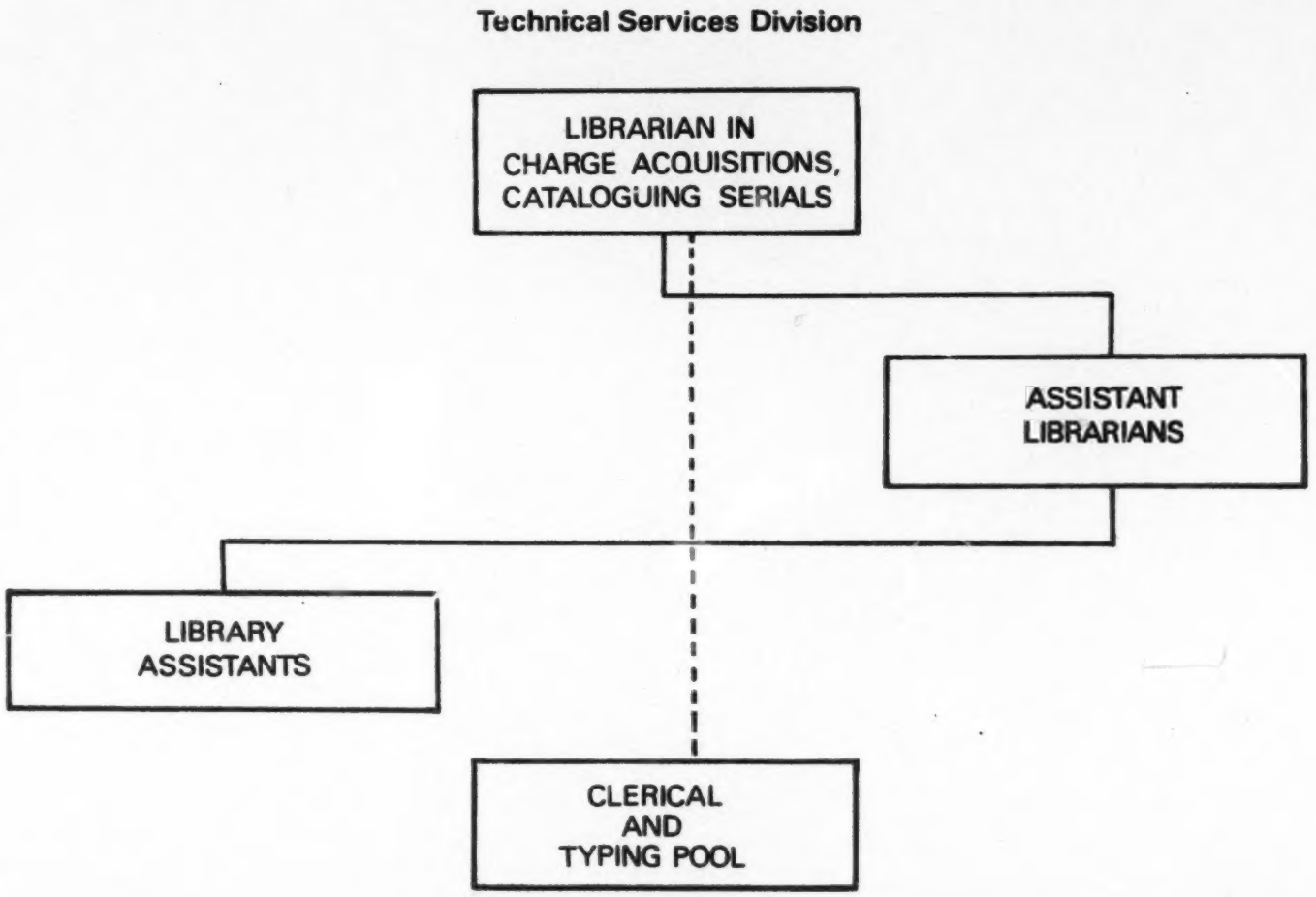


C. DETAILED STRUCTURE OF DIVISIONAL STAFF ORGANIZATION

(2) Medium size college library



(3)Small size college library



D. DUTIES AND CLASSIFICATIONS FOR PROFESSIONAL LIBRARY STAFF

DUTY	MINIMUM CLASSIFICATION		
	Large Library	Medium Library	Small Library
Chief Librarian	Head of School	Chief Libn. II/I	Senior Libn.
Deputy Chief Libn.	Senior Libn.		
Head, Technical/Reader Services Division	Senior Libn./ Librarian II		
Cataloguing Librarian	Librarian II/I	Librarian II/I	Libn. II/I
Reference Librarian	Librarian I	Librarian II/I	Libn. II/I
Acquisitions Librarian	Libn.I/ Asst.Libn.II	Libn.I/Asst. Libn.II	
Audiovisual Libn.	Asst.Libn.II		
Serials Librarian	Asst.Libn.II	Asst.Libn. II	
Circulation Libn.	Asst.Libn.II	Asst.Libn. II	

Division or Section Heads who have additional permanent duties as Deputy Chief Librarian, should be classed into the higher rank shown.